



Foundations® is a multisensory and systematic phonics, spelling, and handwriting program that benefits all K-3 students. It also includes a supplementary activity set for Pre-K students. Foundations is designed as a whole-class, general education program used for prevention purposes and uses an Orton–Gillingham approach. It also can be taught in a small group or 1:1 setting for intervention.

Informed by an extensive [research base](#) and following [principles of instruction](#) demonstrating success for a wide variety of learners, key features include:

- Thoroughly teaches the foundational skills, and significantly supports the reading, writing, and language standards, found in states' rigorous college- and career-ready standards.
- Presents the following concepts and skills in a cumulative manner from Unit to Unit and year to year:
  - Letter formation
  - Phonological and phonemic awareness
  - Sound mastery
  - Phonics, word study, and advanced word study
  - Irregular (trick) word instruction
  - Vocabulary
  - Fluency
  - Comprehension strategies
  - Written composition (spelling and handwriting)
- Integrates skill instruction so that a daily lesson teaches and then reinforces corresponding skills.
- Scaffolds learning while teaching all skills explicitly, sequentially, and systematically.
- Actively engages students in learning through the use of multisensory techniques, such as when teaching students sounds, their representative letters, and words with spelling options.
- Provides multiple opportunities for skills practice and application to build mastery.
- Monitors student learning through formative assessment tools built into the program.
- Includes comprehensive and teacher-friendly materials to facilitate teachers' use of the program and promote student motivation.
- Guides teachers on how to meet individual student needs by differentiating instruction.
- Supports teachers through the online Wilson Learning Community, offering clear demonstrations of each teaching activity type used in the program.
- Helps teachers achieve many of the requirements of state, local, and professional standards.
- Encourages parental involvement through the use of the Foundations Home Support Packet.

For more information: <https://www.wilsonlanguage.com/programs/foundations/curriculum/>

## Kindergarten Foundations Skills

### By the end of Level K, students will be able to:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the*, *was*, *of*
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people
- Name the author and illustrator of a story and define their roles
- Explain narrative story structure including character, setting and main events
- Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence
- Retell key details of narrative and informational text, using pictures or prompts as a guide
- Identify characters, settings and main events in a story, with pictures or other prompts
- Describe what happened in a story when given a specific illustration
- With prompts, compare and contrast the experiences of characters in two stories
- Explain difference between narrative and informational text
- Echo-read a passage with correct phrasing and expression
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete sentences in shared language activities

## 1st Grade Foundations Skills

### By the end of Level 1, students will be able to:

- Segment syllables into sounds (phonemes)–up to 5 sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including characters, settings and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, settings, and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes
- Apply beginning dictionary skills
- Identify real-life connections between words and their use
- Use verbs to convey a sense of past, present, and future
- Read controlled stories with fluency, expression and understanding

## 2nd Grade Foundations Skills

### By the end of Level 2, students will be able to:

- Know and apply grade-level phonics and word-analysis skills in decoding words
- Segment syllables into sounds (phonemes)—up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, and digraph blends
- Identify parts of words (syllables, basewords, suffixes)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Read and spell words with short vowels
- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive)
- Read and spell words with suffixes (-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty)
- Read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-)
- Read and spell phonetically regular one-, two- and three-syllable words
- Identify words with inconsistent but common spelling-sound correspondences
- Read and spell the first 200 high frequency words including irregular words
- Divide multisyllabic words
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- Use synonyms
- Know some multiple meaning words
- Apply dictionary skills
- Use correct writing position and pencil grip
- Write clear, legible manuscript at an appropriate rate
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people
- Read controlled stories with fluency, expression and understanding
- Read approximately 90 words per minute with fluency and understanding
- Retell short narrative stories, recounting key ideas and details
- Retell facts from informational text
- Locate facts and details in narrative and informational writing
- Skim for information
- Make judgments, predictions from given facts
- Use sentence-level context as a clue to the meaning of a word or phrase
- Determine the meaning of a new word when a prefix is added to a known word
- Use knowledge of the meaning of individual words to predict the meaning of a compound word
- Identify real life connections between words and their use — answer who, what, where, when, why and how questions with narrative and informational texts
- Answer who, what, where, when, why and how questions with narrative and informational text
- Describe how characters in a story respond to major events and challenges
- Determine the central message of a story
- Identify the main topic/purpose of an informational text as well as the focus of specific paragraphs
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

### 3rd Grade Foundations Skills

#### By the end of Level 3, students will be able to:

- Identify parts of words (syllables, basewords, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging basewords (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to basewords that change (sliding)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)
- Determine and clarify the meaning of unknown and multiple meaning words (patient)
- Use a known root word as a clue to the meaning of an unknown word with the same root
- Construct simple, compound and complex sentences using vocabulary words using proper capitalization, punctuation, and incorporating coordinating and subordinating conjunctions
- Apply correct punctuation and capitalization rules for beginning of sentences and names of people
- Know meaning of targeted vocabulary words (Word of the Day) and different inflected forms of words when a known affix is added (confuse, confusing)
- Form and use comparative and superlative adjectives, adverbs, and regular verbs
- Acquire and use accurately grade-level conversational and general academic words
- Identify real-life connections between words and their use
- Use sentence-level context as a clue to the meaning of a word or phrase (Home Support Packet)
- Use knowledge of language and its conventions when writing and reading
- Apply dictionary skills and consult reference material to check and correct spelling and to determine and/or clarify precise meaning
- Use correct writing position and pencil grip
- Write clear, legible cursive at an appropriate rate